

CETLD Learning Spaces project

Progress report (2) June 2009

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The CETLD Learning Spaces project has been planned as a 3-stage (overlapping) programme of scoping, research and development, and dissemination, embedding and continuation. This progress report covers the second 4 months (Jan – May 09) of the research and development phase, which will continue through to December 2009. It also proposes an additional development/dissemination phase, from March 2010, building to an international conference/design school, preferably to coincide with the launch of the book.

Research and Development: aims and objectives

The research and development phase of the project has the following aims:

- To generate and publish a body of original research work on Learning Spaces, distinctive to the aims and context of the CETLD, and building on relevant CETLD projects, so as to make an impact on issues of learning spaces in art and design nationally and internationally
- To explore rich methodologies for investigating relationships between social and spatial practices around learning, particularly in terms of the student experience
- To develop case studies of design projects and experiences from across the sector, which integrate analysis of changes in design with shifting patterns of pedagogy, so as to add innovative or new approaches to the existing body of knowledge
- To continue developing issues related to the briefing, commissioning and consultation processes through which learning spaces are procured; to wider issues such as sustainability and inclusion/well-being; and the exploratory development of incremental as well as radical changes in learning spaces
- To continue developing awareness of, and involvement of issues across CETLD partners
- To develop networks of researchers and designers working around or interested in learning spaces, so as to share and disseminate work
- To develop collaborations with other learning spaces researchers/cetls/institutions, so as to build up an increasingly substantive body of knowledge
- To continue disseminating findings through events, conference presentations and publications; with a particular focus on extending

national and international connections

- To develop a research cluster (or equivalent), based at the University of Brighton, with the capacity to sustain Learning Spaces work beyond the end of the CETLD project funding; and to make applications to relevant funding bodies with this aim

Work from January to May has focused on

- Research writing towards the publication
- Developing and resourcing related projects
- Expanding networks
- Dissemination

Research publication

As noted in the first progress report (January 09) it was decided at the start that the short timescale of the Learning Spaces research project and the demise of CETLD in March 2010 meant that it was essential that work done during this period was not lost. It was therefore necessary to 'work backwards' from a relevant and coherent body of research that could be disseminated as widely as possible, and which has the potential to 'make a difference' to the subject area.

A book proposal, provisionally entitled *Towards Creative Learning Spaces*, was submitted to two publishers – Routledge and Ashgate - at the end of January 2009. Both accepted the proposal (although under their architecture rather than education category). The book proposal has now had 4 (supportive) external reviews to Routledge and has been accepted for publication by the Editorial Board (see Appendix).

Drafting is continuing on the initial chapters, supplemented by the writing of conference papers. The chapter *Creative Differences: Deconstructing the Conceptual Learning Spaces of Higher Education and Museums* for the V&A-based CETLD book (now called *Looking to Learn, Learning to See*) has been completed and sent by the editors to the publishers. In addition, a refereed conference paper has been written for *Occupations: Negotiations of constructed space*, to be held at the University of Brighton in July 2009. This research work has been undertaken with Pam Shakespeare at the OU, and has enabled the development of research methodologies based on ethnomethodology. Other ways to inform the work have included attendance at conferences (JISC Annual conference in Edinburgh: Art, Design and Health higher Education Symposium, University of Brighton 20th Feb 2009 and the Universities and the Built Estate conference, 14th May 2009) and meetings with relevant individuals.

Project Development

As noted in the last progress report, another strand of work for Learning Spaces is developing and resourcing associated projects. The aim is to undertake a small number of action-research projects which will inform the research/publication, and will be disseminated and debated via the *spaces for*

learning in art and design blog and other relevant locations. The aim is to concentrate on a limited number of projects, so as to develop a substantive, distinctive and valuable body of work, which can make an impact on issues of learning spaces in art and design nationally and internationally.

Here, the central concerns are with developing rich methodologies for investigating the social and spatial practices of learning at post-compulsory levels; and with developing innovative and informative ways of undertaking building and project case studies. The generative 'long-list' of projects, as described in the last progress report has now focused on the following:

1. Pilot study of *Student experiences: analysis of different learning spaces* with Tom Hamilton, Creativity CETL
50:50 shared funding CETL-C/CETLD: £8K to fund a researcher Feb – June 2009
 - Researcher Clare Melhuish has completed a literature review and currently undertaking observations and focus groups across both sites.
2. *Developing case studies of exemplar building and projects*
 - Candidates for an additional CETLD Research Fellow post to take this area forward are being interviewed in mid-June.
3. *Capturing/analysing staff articulations of what matters about learning spaces*
 - Interviews with selected CETLD project fellows and staff from Architecture and Design underway; development programme to be agreed following new RF appointment
4. *Observing and capturing learning spaces in use*
 - Initial agreement with materials practice demonstration space (Jyri Kermik/Will Nash, also Alma Boyes/Cynthia Cousens) for observation/analysis project in September/October 09
 - Agreement with RCA menswear design (Ike Rust) to review/expand on CETLD project exploring design process
 - Other possible projects: Critical Fine art practice (Peter Seddon/Mary-Anne Francis), Patrick Letscha, Caine Crawford, V&A museums group
5. *Students 'capturing' learning spaces*
 - Pilot Interiors project completed with 2/3yrs working in St. Peters Library. Planned discussions with Interiors UG team and Frank O'Sullivan/Ivana Wingham for work during 09/10 academic year.
 - Aim to include *Mapping informal learning spaces at the University of Brighton* project for Terry Hanson, Director of Information Services.
 - Also possible *'this is my favourite learning space' photos* Community@brighton competition for students and staff, to be undertaken from September 2009.
6. *New ways of thinking the web and interactive objects*
 - Potential workshop with Rosa Ainley (Architectural Association web-designer) and others, e.g. Probiscus, Kevin Walker to explore contemporary shifts in, and potential of, new types of creative interactive

web space and devices for learning. Also *Interactive table* project ongoing in School of Architecture and Design. Provisionally programmed for Jan/Feb 2010.

The other key strand is around developing issues related to the briefing, commissioning and consultation processes through which learning spaces are procured; to wider issues such as sustainability and inclusion/well-being; and the exploratory development of incremental as well as radical changes in learning spaces. An initial discussion on space allocation/timetabling was had with Catherine Harper and Karen Norquay in February 2009. It is intended that this area will be more developed through the second half of the year, in discussion with CETLD partners and the new Research Fellow.

Expanding networks

Building up a community of interest has been through 4 main means:

- Events/publications/meetings to raise awareness at the University of Brighton and across the CETLD partnership
- Publications/conference presentations to involve wider academic audiences, beyond CETLD
- Email/meetings/collaborations with other areas of Learning Spaces expertise
- Visits to key individuals/projects

A first set of 3 CETLD Design Scholarship Seminars on Learning Spaces was held at the beginning of the year [1. Does Space Matter (7th Jan 09) 2. What are the sticking places in art and design education? (4th Feb 09) 3. Do we need ICT? (11th Feb 09)]; which were each attended by about 15 people. This was to raise awareness of the project locally, and to gather data on people's perceptions of, and concepts around, Learning Spaces.

Whilst a conference presentations/workshop entitled "Enacting space differently; re-imagining relationships between pedagogy and design" was accepted for *The Fourth Symposium on Social Learning Space: Learning Outside the Square* at Oxford Brookes University 6th April 2009 it was not delivered due to ill health.

Director at the HEA-ADM Learning Spaces forum, Cardiff 8th May 2009, working with a group on a 60 second YouTube video entitled *Play is a serious business*

Presentation/discussion at the CLT Innovation and Creativity Workshop, CETL-C Creativity Centre, University of Brighton, 27th May 2009

In addition, 'Occupying (dis) ordinary space' *Occupation: negotiations with constructed space*, University of Brighton, 2nd – 4th July 2009 (with Professor Pam Shakespeare, Open University) and "Towards slow learning spaces: inculcating new communities of practice around inclusion and sustainability in design education": paper for *Creating a Better World E&PDE* Conference, University of Brighton 10 – 11th September 2009

In addition to the shared project with CETL-C mentioned above, CETLD has also provided input into the development of the University of the Arts upcoming conference entitled *Making Space*, which will also involve delivering a workshop;

The Learning Spaces SIG (<http://learningspacesig.wordpress.com>) based at Sheffield Hallam has asked CETLD to host their next meeting, provisionally booked for September 2009.

An initial meeting with architectural staff at Queens University Belfast is taking place on 17/18/19th June 2009 to discuss a potential collaboration on inclusive pedagogy/learning spaces. (A tour of the new faculty of Art and Design at University of Ulster will be included in the visit.)

I have also been asked to be a speaker at the "Strategy and Innovation in Digital Higher Education " conference, Ryerson University, Toronto, Canada, November 12 – 13, 2009. This offers a potentially good opportunity to visit examples of good practice in Canada and North America.

Other evidence that the CETLD Learning Spaces research is becoming more widely known is review/referee requests:

- Review of *Unspoken Interactions* for CETLS special issue of the journal *Art, Design and Communication in Higher Education* (guest editors: Alison Shreeve and Anne Asha)
- Review of book proposal for Routledge; *University Planning and Architecture*

Dissemination: Online Resource/Archive

An ongoing output from the project is an online resource *Spaces for Learning in Art and Design* (<http://spacesforlearning.blogspot.com>). Currently, the blog is being updated around interesting developments in the field, and summaries of events attended and other activities. In addition, following the literature review (stage 1), useful bibliographies are being added, together with links to international case studies and resources.

This blog has been publicised within the UoB and has been disseminated to a wider UK contact network via email. Initial interest has already been shown informally; and it is intended to follow this up so as to help generate comments to the site itself. In addition, the site is being increasingly linked up to other learning spaces activities nationally, particularly via the Learning Spaces SIG based at University of Sheffield and the next UAL conference. It is hoped that the ongoing processes of expanding networks and developing collaborations will embed the blog more widely. It is also intended to explore with Roland Mathews how to record hits and increase traffic to this site.

Next steps

Other planned dissemination activities

Whilst the major focus through this stage is research and writing, it is also intended to publicise work to date through internal Brighton Research publications, HEA-ADM and CEBE Case Studies and through the next HEA-ADM publication which will make Learning Spaces its central theme. The planned exhibition has now been re-programmed for October 2009.

Funding bids

Currently only one related funding bid is in progress:

Envisioning Environmental Behaviours: design as an enabling tool for community-based learning

With Maxine Naylor, Marie Harder and Ceri Davies

AHRC project fund; approx £400, 000 over 3 years

The longer term aim remains to explore other funding possibilities, so as to find ways to continue developing expertise/research cluster in learning spaces which can 'compete' for business and funding, and find ways to make a difference, both nationally and internationally.

Conference/Design School Proposal

In support of this longer term embedding and development, it is proposed to organise a Learning Spaces event, preferably linked into the book launch, likely to be September 2010. Such an event would require extra funding from CETLD, and basic costings are currently being undertaken by Debbie Hickmott. A proposed outline is given below:

Towards Creative Learning Spaces?

Re-thinking the architecture of post-compulsory education

A two day international conference, followed by a 3 day design 'summer' school
Grand Parade, University of Brighton July 2010

Rationale

Learning Spaces conferences tend to focus on the design of the built environment, rather than the social and spatial practices that constitute learning. By bringing together academics, critics, practitioners and students, our aim here is instead to explore how we might think differently about the spaces of learning, how we can more richly map what happens when we learn, and to explore innovative ways of re-shaping experiences of post-compulsory education.

This means involving creative people from across architecture, art, estates management, museums and galleries, sustainability, social inclusion, sociology and anthropology to analyse, debate and re-imagine learning spaces.

Outline programme

A 2-day conference (Monday/Tuesday), arranged around keynote speakers, followed by facilitated (and recorded) small group discussion sessions (morning); and then parallel workshops (afternoon).

Keynote speakers: e.g. John Thackara, David Anderson, Peter Jamieson (Woods Bagot), Etienne Wenger

Workshops: e.g. Olivia Sagan, Noam Austerlitz, Alexi Marmot, Pam Shakespeare, Jonathan Chapman, Ronald Barnett, Lorcan Dempsey

The 3-day Design School, which follows (Wednesday/Thursday/Friday), will take the inside and outside ground floor spaces of the Grand Parade building and propose designs at a variety of scales.

Potential design tutors: Andre Viljoen/Katrin Bohm, Duncan Baker-Brown, Architecture-InsideOut, Ash Sakula, Fluid, Woods Bagot

Potential additional facilitators: e.g. CUPP

It is expected that whilst some people will attend all week, others will select to attend only one element. Pricing should include a discounted fee for students.

Outline Costing

Organisation/promotion/dissemination

Conference organiser (DH) 0.5 x 4 months

Conference director (JB) 0.5 x 4 months

Event

2-day conference for 150 people: Sallis Benny + 10 breakout spaces

3-day summer school of 80 people.

Speaker/tutor costs

3 x international speakers fees + travel

5 x tutor fees for design workshop (some groups to be led by in-house design staff) across 3 days

Process capture/exhibit/publication/web presence

Documentary capture and editing – 10 days

Materials costs for design school and exhibition

Publication design

Publication printing+ DVD costs

Appendix: Routledge email re book contract

Dear Jos

Great news - the Publishing Board enthusiastically accepted your proposal and we can proceed to contract. Very many congratulations and the whole team are on board to promote and sell your book effectively.

They only raised one query which was whether the book would appeal to the US market, there is a feeling that it would but that the language might have to consciously try to cross country boundaries, if that was possible. This is not a condition, but just a query which I thought it would be worth raising with you.

To confirm the Board agreed to publish in the following format:

Publication date: September 2010 (UK)/ October 2010 (US)

Format: Royal8vo (234mm x 156mm)

Extent: 256pp

Price and Print Run PB: 750 @ £29.99

Price and Print Run HB: 100 @ £90 (library sale only)

With regards to the contract, I have laid out some terms below, but these are only to get the ball rolling as it were and are open to discussion, of course:

Delivery: 1st March 2010

Copyright: licence (author retains copyright, e.g. copyright line will read © 2011, Jos Boys)

Permissions: Author's responsibility

Index: Author's responsibility

Royalty: 10%nr (NB: NR = net receipts)

Free copies: 9 paperbacks, 2 hardbacks

Extent: up to 65,000 words

Illustrations: up to 50 black and white illustrations

That's it! Please do let me know if you have any questions or queries at all and I will be happy to answer these for you. I look forward very much to working with you on this exciting project.

With all best wishes

Fran

Francesca Ford

Commissioning Editor ~ Architecture

Routledge, Taylor & Francis Books